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ABSTRACT

This book examines seven families of myths about postsecondary educational concerns in order to advance the thesis that the evolution of higher education should be accelerated to meet the conditions of a changing world. Chapter One reviews some of the changing conditions and criticisms that are part of the current higher education environment. Chapter Two presents a discussion of the first family of myths, those designated as "academic sacred cows." Chapter Three focuses on the second family of myths, those that involve matters of turf and institutional ethnocentrism. The third family of myths, discussed in Chapter Four, relate to the curriculum. Chapter Five is concerned with myths about what is meant by quality, the range of its applicability, and its measurement. Chapter Six examines myths having to do with conceptions of equity. Chapter Seven reviews concerns about the negative impacts of the rapid development of educational technologies. The final family of myths, presented in Chapter Eight, involves the interface between business and industry and higher education and concerns about independence and integrity. The final chapter identifies five central themes or perspectives that emerge out of the analysis as relevant for the twenty-first century. The book includes over 300 references and an index. (JB)

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